**Curricular Assessment-Draft**

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| **The students will know:** | **Possible Responses:** |
| List the types of folk music and their correlating cultures that have been discussed. | Sea Shanties-sailors. Appalachian music-mountain life, Spirituals-African American, Hawaiian music, Hawaiian culture, Civil War songs, fighting |
| List the ways their folk music was used | work/pulling and heaving, entertainment, to teach lessons/tell stories, to support a side, to tell someone something in secret |
| "What elements of their culture influenced their folk music? | war, religion, entertainment dance |
| What do the lyrics say? | tell stories, explaining troubles, express religion, fight for a cause |
| What instruments are used for particular types of songs? | Appalachian-guitar, fiddle, banjo, wash-bin bass, Spirituals-voices only, Sea Shanties-voices only, Civil War songs-drum, penny whistle, Hawaiian music-drums, shells |

How will you be able to individually assess student knowledge of the concepts listed above? What assessment technique are you using?

The creation of a class folk song is a clever idea for a small group assessment. I appreciate how you connected student content knowledge or skill with examples of what students would say, write, or do.

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| **The student will do:** | **Examples** |
| Discuss in small groups what the culture of their school is. | The students would discuss: The cafeteria, school flag, sports/drama teams, school colors, mascot, etc… |
| Students (in small group, 4-5 people) write about their cultural element, following prompting questions | (Ex: Lunch) What do you like about it (pizza), What do you dislike (peas), What makes it special (sit with friends), When does it happen (every day), Where does it happen (lunch room) |
| Students (in small group, 4-5 people) create lyrics for their own class folk song based on the discussions they had in their group. | Each group creates a four line verse with second and fourth line rhyming.      Mr. Crick, he is our lunch man,     He laughs when he serves us peas,     But everybody knows how to ask for extra food,     By saying, “Mr, Crick, pretty, pretty please?” |
| Students will choose an instrument that should be in the song from choices based on traditional folk instruments. | student example: Instrument chosen, Banjo |
| Students will present their verse and chosen instrument to the class and explain how the verse correlates to their school culture and why it is relevant to their lives. | “We chose to talk about getting extra food, because it is part of our school culture that if you ask really, really nicely for extra food, Mr. Crick will give it to you with a big smile and we chose the banjo to represent us because our verse is telling a story like a lot of the Appalachian folk music did and Mr. Crick is from Tennessee. |
| Students will perform the song for an up-coming school assembly and teach it to the school. | See the teacher example |